



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Paris Elementary School

SAU: RSU 17 / MSAD 17

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	49	49	100	53	58	65	0	53	41	6	49	0
	2009-2010	59	56	95	73	76	73	18	55	20	7	56	0
Female	2008-2009	17	17	100	65	60	70	0	65	35	0		
	2009-2010	25	25	100	84	81	76	28	56	8	8		
Male	2008-2009	32	32	100	47	56	60	0	47	44	9		
	2009-2010	34	31	91	65	71	69	10	55	29	6		
Caucasian/White	2008-2009	46	46	100	52	58	66	0	52	41	7		
	2009-2010	57	54	95	72	76	74	17	56	20	7		
African American/Black	2008-2009	1	1	100		70	42						
	2009-2010	0	0				46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	29	29	100	38	48	53	0	38	59	3		
	2009-2010	37	35	95	74	69	62	20	54	20	6		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	20	21	36	0	20	70	10		
	2009-2010	7	4	57		50	38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	1	1	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	47	47	100	74	70	71	4	70	15	11	47	0
	2009-2010	51	50	98	68	62	67	14	54	12	20	50	0
Female	2008-2009	21	21	100	81	71	75	5	76	10	10		
	2009-2010	17	17	100	82	64	71	12	71	0	18		
Male	2008-2009	26	26	100	69	70	67	4	65	19	12		
	2009-2010	34	33	97	61	59	63	15	45	18	21		
Caucasian/White	2008-2009	43	43	100	74	70	71	5	70	14	12		
	2009-2010	46	45	98	64	61	68	13	51	13	22		
African American/Black	2008-2009	2	2	100		83	53						
	2009-2010	2	2	100			43						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	1	1	100			59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	1	1	100			64						
Economically Disadvantaged	2008-2009	31	31	100	61	64	60	3	58	23	16		
	2009-2010	32	31	97	61	55	56	13	48	16	23		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	63	57	43	13	50	13	25		
	2009-2010	11	10	91	40	33	34	10	30	30	30		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	51	51	100	80	64	67	6	75	16	4	50	1
	2009-2010	47	46	98	63	72	72	7	57	28	9	46	0
Female	2008-2009	24	24	100	79	61	70	8	71	17	4		
	2009-2010	21	20	95	60	68	78	10	50	35	5		
Male	2008-2009	27	27	100	81	66	64	4	78	15	4		
	2009-2010	26	26	100	65	75	67	4	62	23	12		
Caucasian/White	2008-2009	47	47	100	81	63	67	6	74	15	4		
	2009-2010	43	42	98	60	71	73	7	52	31	10		
African American/Black	2008-2009	1	1	100		80	46						
	2009-2010	2	2	100			57						
Hispanic	2008-2009	2	2	100			56						
	2009-2010	2	2	100			70						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	33	33	100	70	54	53	3	67	24	6		
	2009-2010	31	30	97	57	64	62	3	53	30	13		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	50	31	31	13	38	25	25		
	2009-2010	8	7	88		41	36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	46	46	100	74	65	71	7	67	26	0	46	0
	2009-2010	54	54	100	83	71	68	7	76	11	6	53	1
Female	2008-2009	20	20	100	80	66	76	10	70	20	0		
	2009-2010	26	26	100	92	77	74	12	81	4	4		
Male	2008-2009	26	26	100	69	64	66	4	65	31	0		
	2009-2010	28	28	100	75	67	63	4	71	18	7		
Caucasian/White	2008-2009	45	45	100	73	65	71	7	67	27	0		
	2009-2010	50	50	100	84	71	69	8	76	10	6		
African American/Black	2008-2009	0	0				51						
	2009-2010	1	1	100			47						
Hispanic	2008-2009	1	1	100			60						
	2009-2010	2	2	100			62						
Asian or Pacific Islander	2008-2009	0	0				74						
	2009-2010	1	1	100			70						
American Indian or Native Alaskan	2008-2009	0	0				54						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	27	27	100	63	57	58	0	63	37	0		
	2009-2010	32	32	100	81	65	56	6	75	9	9		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	2	2	100		25	33						
	2009-2010	7	7	100		32	29						
Limited English Proficient	2008-2009	0	0				45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 03



MAINE
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	49	49	100	63	65	70	4	59	29	8	49	0
	2009-2010	59	56	95	71	64	62	16	55	13	16	56	0
Female	2008-2009	17	17	100	59	60	68	6	53	35	6		
	2009-2010	25	25	100	80	65	61	12	68	4	16		
Male	2008-2009	32	32	100	66	70	71	3	63	25	9		
	2009-2010	34	31	91	65	63	63	19	45	19	16		
Caucasian/White	2008-2009	46	46	100	61	64	71	4	57	30	9		
	2009-2010	57	54	95	70	63	63	13	57	13	17		
African American/Black	2008-2009	1	1	100		90	45						
	2009-2010	0	0				31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	29	29	100	48	59	58	0	48	38	14		
	2009-2010	37	35	95	66	52	50	14	51	17	17		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	50	43	46	0	50	20	30		
	2009-2010	7	4	57		28	33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	1	1	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	47	47	100	55	61	66	6	49	23	21	47	0
	2009-2010	51	50	98	62	56	62	10	52	20	18	50	0
Female	2008-2009	21	21	100	43	53	66	10	33	29	29		
	2009-2010	17	17	100	59	55	62	12	47	18	24		
Male	2008-2009	26	26	100	65	68	67	4	62	19	15		
	2009-2010	34	33	97	64	58	63	9	55	21	15		
Caucasian/White	2008-2009	43	43	100	58	61	67	7	51	21	21		
	2009-2010	46	45	98	58	56	63	9	49	22	20		
African American/Black	2008-2009	2	2	100		17	46						
	2009-2010	2	2	100			36						
Hispanic	2008-2009	2	2	100			61						
	2009-2010	1	1	100			45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	1	1	100			49						
Economically Disadvantaged	2008-2009	31	31	100	42	46	54	3	39	29	29		
	2009-2010	32	31	97	61	50	50	6	55	13	26		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	25	43	41	0	25	13	63		
	2009-2010	11	10	91	50	43	36	10	40	30	20		
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 05



MAINE
DEPARTMENT OF EDUCATION

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	51	51	100	76	67	66	14	63	22	2	50	1
	2009-2010	47	46	98	54	65	64	17	37	15	30	46	0
Female	2008-2009	24	24	100	67	65	65	17	50	33	0		
	2009-2010	21	20	95	45	56	64	5	40	20	35		
Male	2008-2009	27	27	100	85	69	66	11	74	11	4		
	2009-2010	26	26	100	62	72	64	27	35	12	27		
Caucasian/White	2008-2009	47	47	100	77	67	67	15	62	23	0		
	2009-2010	43	42	98	55	64	65	17	38	14	31		
African American/Black	2008-2009	1	1	100		80	43						
	2009-2010	2	2	100			37						
Hispanic	2008-2009	2	2	100			52						
	2009-2010	2	2	100			55						
Asian or Pacific Islander	2008-2009	1	1	100			69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	33	33	100	70	62	53	9	61	27	3		
	2009-2010	31	30	97	43	54	51	7	37	20	37		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	100	49	38	13	88	0	0		
	2009-2010	8	7	88		41	34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	46	46	100	43	50	54	2	41	46	11	46	0
	2009-2010	54	54	100	70	64	63	24	46	20	9	53	1
Female	2008-2009	20	20	100	35	47	52	0	35	50	15		
	2009-2010	26	26	100	77	67	62	19	58	15	8		
Male	2008-2009	26	26	100	50	55	56	4	46	42	8		
	2009-2010	28	28	100	64	61	63	29	36	25	11		
Caucasian/White	2008-2009	45	45	100	42	51	55	2	40	47	11		
	2009-2010	50	50	100	72	64	64	24	48	20	8		
African American/Black	2008-2009	0	0				31						
	2009-2010	1	1	100			40						
Hispanic	2008-2009	1	1	100			37						
	2009-2010	2	2	100			49						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	1	1	100			68						
American Indian or Native Alaskan	2008-2009	0	0				34						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	27	27	100	33	40	40	0	33	59	7		
	2009-2010	32	32	100	69	56	49	16	53	19	13		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	2	2	100		36	26						
	2009-2010	7	7	100		40	29						
Limited English Proficient	2008-2009	0	0				30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Paris Elementary School
SAU: RSU 17 / MSAD 17
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 99	99 99	74	72 65	71 69	100	100 99	99 99	65	64 62	63 61	96	95	95
Caucasian/White	100	100 99	99 99	73	72 64	71 69	100	100 99	99 99	65	64 62	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	99 99	99 99	70	65 56	60 56	100	100 99	99 99	60	55 51	50 47			
Students with Disabilities	*	97 96	97 98	41	41 21	36 28	*	98 95	97 98	48	41 34	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	13	0	12	0	5	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	17.11

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>